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ABSTRACT

This 3-year follow-up report describes actions taken by the Illinois Council on Vocational Education (ICoVE) during 1989, 1990, and 1991. It addresses the 66 suggestions and 56 recommendations of 9 technical reports (spanning 1987 and 1988) related to special populations. Recommendations from 1987-88 and follow-up actions are reported on the following topics: vocational education funds; targeted populations; sex-role stereotyping; serving economically depressed areas; support services for students; Job Training Partnership Act (JTPA) 8 percent funds; adequacy and effectiveness of JTPA; perceptions affecting coordination; and correctional education. The following recommendations are made: (1) establish performance standards; (2) retrain, upgrade, and maintain the work force; (3) provide services for special populations and improve program access; (4) identify program service needs; (5) facilitate preparation for work; and (6) identify private sector commerce, industry, and labor needs for education and job-specific preparation. ICoVE membership list is included. (NLA)

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ICoVE's 1989-1990-1991 Report

SPECIAL POPULATIONS

A Follow-up of 1987-1988 Suggestions and Recommendations

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- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR SPECIAL POPULATIONS (A follow-up of 56 recommendations and 66 suggested actions in nine Technical Reports addressing special population issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR QUALITY VOCATIONAL EDUCATION (A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR EDUCATION FOR EMPLOYMENT (A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988.
- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT (A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.)
- COMMON ELEMENTS (A report of coordination and special programs serving special populations through vocational education and job training.)
- CORRECTIONAL EDUCATION, A WAY TO STAY OUT (A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.)
- ILLINOIS TECHNICAL COMMITTEES, 1985-1990 (A report of the State's technical committee activities and accomplishments.)
- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990 (A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.)
- NEWSLINE (A newsletter prepared four times per year.)
- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES (A guide for local councils)
- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS (A self-evaluation report of ICoVE)
- MEMBERSHIP BROCHURE

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ICoVE Membership

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- Design and development of the ICoVE survey instruments – Evaluation Consultants, Inc., Urbana, IL
- Fieldtesting of the ICoVE questionnaire used to conduct the surveys:
  - Don Johnson, Vocational Dean, Rock Valley Community College, Rockford
  - Jack Rawlinson, System Director, Southeastern Illinois Vocational System, Harrisburg, IL
  - Barbara Oilschlager, Lake County Area Vocational Center, Grayslake, IL
  - Charles "Chuck" Baldwin, Vocational Dean, Parkland Community College, Champaign, IL
- Providing reports, information, and interviews for collection of information in following up recommendations and suggested actions.
  - Department of Adult, Vocational and Technical Education/Illinois State Board of Education staff
  - Illinois Community College Board Staff
  - Illinois Department of Commerce and Community Affairs staff
  - Illinois Department of Corrections School District 428 staff

ABBREVIATIONS & ACRONYMS USED IN THIS REPORT

CC	Community college
CHEP	Consumer and Homemaking Education Program
DCCA	Department of Commerce and Community Affairs
DCFS	Department of Children and Family Services
EDWAA/WARN	Economic Dislocation Worker Adjustment Assistant Act and Retrain Notification
EFE	Education for Employment
ESLP	Early School Leaver Program
GED	General Education Development
HITS	High Impact Training Services
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
IDES	Illinois Department of Employment Security
IDOC	Illinois Department of Corrections
IMC	Instructional Materials Coordinator
IJTCC	Illinois Job Training Coordinating Council
IOICC	Illinois Occupational Information Coordinating Committee
ISBE	Illinois State Board of Education
IVA	Illinois Vocational Association
IVCC	Illinois Vocational Curriculum Center
IVSSN	Illinois Vocational Student Services Network
IYOC	Illinois Youth on Campus
JSA	Job Search Assistance
JTPA	Job Training Partnership Act
LEP	Limited-English proficiency
MIS	Management information systems
n	Number responding
NAPIC	National Association of Private Industry Councils
New 500(c)(5) Agreement	500 Illinois Unemployment Insurance Act (500 allows for training and still receive unemployment payments)
OTS	Offender Tracking System
PIC	Private Industry Council
RDS	Regional delivery system
s	Standard deviation
SDA	Service delivery area
TABE	Test for Adult Basic Education
TIE	Training, Industries, and Education
UCVEI	University Council for Vocational Education in Illinois
VIMS	Vocational Information Management System
V-TECS	Vocational-Technical Education Curriculum Services
WECEP	Work Experience/Career Exploration Program
WRAT	Wide-Range Achievement Test

PREFACE

In 1988, the Illinois Council on Vocational Education (ICoVE) completed a series of reports as part of its mandated responsibility set forth in the Carl D. Perkins Vocational Education Act of 1984. The series, known as the "Technical Reports," presented 44 recommendations and 210 suggested activities to various audiences to which ICoVE must address its advice and recommendations. Because these recommendations and suggestions had been made in an attempt to improve and enhance vocational education and job training in Illinois, ICoVE believed it was important to monitor and follow up initiatives taken as a result of its evaluation, reporting, and advising efforts.

This report, one of five in the series, is a three-year follow-up report, i.e., it describes actions taken during 1989, 1990, and 1991 to address the 66 suggestions and 56 recommendations of the 9 Technical Reports (spanning 1987 and 1988) related to Special Populations. (Other reports in this follow-up series include Coordination, Quality Vocational Education, Private Sector Involvement, and Education for Employment.)

ICoVE rated the extent to which each recommendation or suggested activity was met. To rate the extent activities were conducted, ICoVE used the following rating description.

Completed satisfactorily	Redirected activity, satisfactorily
Completed unsatisfactorily	Redirected activity, unsatisfactorily
Considerable progress	Recently initiated, as suggested
Partial progress	Recently initiated, altered satisfactorily
Limited progress	Recently initiated, unsatisfactory
No activity/nothing initiated	alterations
Continued Activity	Future implementation planned
	Future implementation planned, altered

To conduct monitoring and follow-up activities, ICoVE embarked on a variety of initiatives as illustrated below.

- Interviews with 26 state agency personnel
- Surveys of regional delivery system directors (RDS), community college deans (CC), and service delivery area directors (SDA) with the following responses:
  - ICoVE conducted a survey at workshop
    49 RDS responses, 80.3% return
    33 CC responses, 84.6% return
  - First mail survey
    55 RDS responses, 90.1% return
    34 CC responses, 87.1% return
    20 SDA responses, 76.9% return
  - Second mail survey
    55 RDS responses, 90.1% return
    29 CC responses, 74.3% return

- Special presentations to the ICoVE membership at meetings of the Council, e.g., overview of macro database progress, discussion of the new tech prep initiative, consultation on State Technical Committees.

- Participation of council members in state and regional seminars, workshops, e.g., RDS directors and CC deans meetings, workshops for special populations, and building fairness programs.

- Other ICoVE studies, e.g., public–private sector partnerships and apprenticeships.

- Linkages with other agencies and groups involved in education and training, e.g., IOICC, IJTCC, UCVEI, IVA, AVA, IDES, IBHE, ICCB, ISBE, DCCA, DCFS and IDOC.

Follow–up findings are reported in this 1989–1990–1991 follow-up series of five reports. A narrative overview of each of the Technical Reports and an executive summary of the total series are also included. The executive summary reviews efforts taken to improve vocational education and highlights future directions. Recommendations and possible strategies to improve the ability of vocational education to prepare and maintain a quality workforce of the 90s are given.

The following are the recommendations contained in the five follow–up reports:

The Illinois State Board of Education must:

- Establish world–class performance standards for vocational–technical education participants.

- Implement a process for retraining, upgrading, and maintaining the Illinois workforce, including basic and occupational skills, as part of the EFE policy.

- Place priority on issues related to program access and the provision of services for special populations.

- Use input from the private sector for identifying program service needs, including performance standards for students, programs, and institutions.

- Sit down face to face with other agencies, particularly the Department of Commerce and Community Affairs and the Community College Board, to identify ways of working together to facilitate preparation for work.

The private sector must:

- Identify commerce, industry, and labor needs for education and job–specific preparation, including needed performance standards.

EXECUTIVE SUMMARY

Special Populations

Background.

Passage of the Carl D. Perkins Vocational Education Act in 1984 increased the emphasis given to programs and services for special populations. This federal emphasis drove state and local initiatives. Although eligible for disadvantaged funds under prior legislation, considerable attention, as well as funding, was made available under the new Perkins Act for single-parent and teen-parent programs and services.

Additional attention of the 1984 Perkins was not only to programs and services for special populations, but also for access to quality programs and services by these at-risk groups.

With the Illinois State Board of Education's Education for Employment (EFE) policy and administrative plan launched in 1985, several changes and new initiatives were put in place for serving special populations. By 1989, EFE was implemented and secondary vocational education programs were being delivered through regional consortia of high schools and area vocational centers. The regional systems and community colleges in the geographic area developed articulation agreements and cooperated in many in-service education efforts.

1989-1991 Activities, Accomplishments, and Major Findings.

In the early years of planning and implementing the EFE policy considerable time and energy had been spent in developing quality programs for special populations. A student services committee was organized in each regional system and community college district to oversee and advise on student services needed in the area. Student services not only consisted of the guidance function and the building fairness activities, but also dealt with a wide array of special services for special needs students. An Illinois Vocational Student Services Network was formed putting consultants in seven geographic areas of the state. These consultants have provided in-service education to the student services committees and to teachers in the various vocational education programs.

Both the regional systems and the community college districts are to be commended for attention given to assessing the needs of special population groups. The two systems are also commended for the attention given to in-service education of teachers to improve and increase mainstreaming of special needs students.

Attempts to mainstream special needs students are not only growing in classrooms, but are also increasing in work-based learning programs. The WECEP and ESLP, funded with 8% JTPA funding, have about 50-60 schools on waiting lists.

During recent years, considerable attention has been given to the large number of special needs or at-risk populations who will begin entering the workforce in the 90s and at the turn of the century. Because the need for skilled workers will be so great, the workforce

will become increasingly dependent on these special needs groups. Traditionally, special needs students have been underserved in preparation for employment programs. Special needs students must be able to access quality programs so they can make a contribution to the workforce.

The growing number of single-parent and teen-parent families has put two burdens on vocational education. The first is to help single parents and/or teen parents develop job skills so they can find employment. The second responsibility is to help the single and/or teen parent develop good parenting skills that will help them to cope with both the employment role and the parenting role. Several exemplary programs are in place.

A special project, PROJECT CONNECT, was funded for planning in FY 91. The Consumer and Homemaking Education funds for economically disadvantaged areas are being used. Primarily the project will serve economically disadvantaged adults. The focus is to help adults manage a home and employment more effectively. The project is experimenting, during the planning and fieldtesting period with a number of possible delivery modes. These include adult education, JTPA, community college, and corrections systems.

The community colleges have continued the excellent programs and services for disadvantaged. Funds provide for remedial programs, tutoring, interpreters, and other services needed for educationally disadvantaged or handicapped students to succeed.

Several programs for dropout prevention have been implemented. Both vocational education and JTPA have focused attention on this area. The programs have taken on a broad range of characteristics. Other educational programs to prevent dropouts have been funded by the Illinois General Assembly.

Vocational education programs for educationally and economically disadvantaged secondary students and JTPA summer youth programs for economically disadvantaged students made minimal progress in coordinating referral, assessment, and testing. Efforts were made and success varied throughout the state.

Overall, vocational education special needs programs have made considerable progress in coordination with other agencies at the State level. Agencies such as ISBE, ICCB, DCCA, DORS, DCFS, IDPA, etc., have several coordination agreements for the provision of services. These agreements have opened the door for improved coordination at both the regional level and community college district.

Adults in the current workforce are most frequently served by the community college system. Some programs are offered through the RDS, particularly at AVCs. Data about the adults served in Illinois vocational education programs are limited. Many adults return to the community college system for a course to upgrade their current skills, but lack of follow-up information makes it impossible to ascertain vocational education's contribution.

A committee of ICoVE is charged with an ongoing assessment and advisory role to corrections. The committee has made numerous reviews and several suggestions pertaining to correctional education programs. A complete report of these findings may be found in ICoVE's report, "Correctional Education, A Way to Stay Out."

In a cooperative effort of ISBE, IDOC, ICCB, University of Illinois, IDES, and ICoVE, a new project dealing with correctional releasees is being funded. The project is working with community-based organizations.

Concerns expressed from the private sector about the quality of new workforce entrants, particularly in basic skill areas, are of grave concern to those working with students who are already at-risk. As the cry for improved achievement and higher standards becomes louder, it becomes apparent that data to assess achievement are unavailable. During the past three years, DAVTE has identified many of their data needs and have launched a project to develop a macro database. The new system will provide qualitative data in lieu of all quantitative data as in the past.

DAVTE is to be further commended for its "gearing up" for reauthorization of the federal vocational education legislation. This forward approach will allow programs and services to continue uninterrupted and ready to make necessary changes.

Future Directions.

Passage of the amendments to the Perkins Act created reauthorized federal vocational education legislation which will be implemented in fiscal year 1992. The new legislation has dramatic changes in who will be served, how they are served, and the accountability of the services.

The new emphasis is clearly to serve those most in need. For required accountability, vocational education for special populations will need to strive toward achievement of improved performance standards acquired in quality programs. Access of special populations to quality programs is another primary emphasis of reauthorized legislation.

After reviewing vocational education and JTPA activities during the 1989-91 period, in light of ICoVE's 1987-1988 recommendations and suggested actions, and after reviewing reauthorized vocational education legislation, ICoVE suggests several strategies for improving and making programs and services for special populations more accessible.

- Local schools must actively recruit members of special population groups to vocational education programs.
- Placement services must be provided for at-risk students upon completion of vocational education programs.
- Career development information must be made available to all special needs students by the 8th grade.
- Transition programs should continue to receive emphasis.
- Appropriate performance standards must be established for special population groups.
- The private sector must be asked to help identify work roles that can be filled by special populations groups.
- The follow-up and data collection pertinent to special populations students must be improved to reflect the impact of programs and services.
- Vocational education should consider identifying role models and mentors from the private sector who can work with special populations students.
- DAVTE must clarify the relationship of tech prep to the special populations group.

- Vocational education, in cooperation with the private sector must establish appropriate performance standards and performance measures to use with special populations.
- Schools must continue to serve students with special needs in the least restrictive environment.
- Vocational education must continue to work cooperatively with special education.
- DAVTE must coordinate vocational education programs for special needs with other programs serving special needs students, particularly programs being administered through ISBE, such as truancy and dropout prevention.
- Vocational education must develop measures for determining the impact of programs in economically depressed areas of the state.
- The Department of Corrections must establish performance standards and measures for vocational education programs and evaluate programs to determine outcomes.

RECOMMENDATION

Even though the following recommendation is directed to the Illinois State Board of Education, it has significant merit for regional delivery systems, community college districts, and service delivery areas. The Illinois Council on Vocational Education recommends that the Illinois State Board of Education must--

PLACE PRIORITY ON ISSUES RELATED TO PROGRAM ACCESS AND THE PROVISION OF SERVICES FOR SPECIAL POPULATIONS.

Follow-up

Report #4

DISTRIBUTION OF VOCATIONAL EDUCATION FUNDS

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REPORT #4:
DISTRIBUTION OF VOCATIONAL EDUCATION FUNDS
Follow-up of 1987-1988 Suggestions and Recommendations

OVERVIEW OF 1989-1990-1991 DISTRIBUTION OF VOCATIONAL EDUCATION FUNDS

Clearly, the new Macro database will be useful to the State Board for future decisions. At the present time, cost-effectiveness information is virtually unavailable. Illinois can report how many dollars it allocates to various programs, special population groups, and institutions. What it cannot do is provide "bang for the buck" information. As the macro system is put in place, this will resolve many of the accountability issues ICoVE raised during the FY 87-88 reporting period. The macro system will be phased in over the next few years. ICoVE commends the Board for this effort.

Simultaneous to development of the macro system, Illinois will be implementing new federal legislation which requires the establishment of performance measures and standards. As this form of information is incorporated into the database, a system of accountability and effectiveness will become available to decision-makers.

Without good financial data, it has been impossible for the State Board, ICoVE, critics of vocational education, or others to use cost-benefit information as a basis for a decision, suggestion, or recommendation. As the public became increasingly more disenchanted with education, education began to recognize the expectations of the public for accountability of its tax dollar.

In 1988, ICoVE made repeated suggestions and recommendations to ISBE and DAVTE concerning the need for improved data and an increased need for outcome data. ISBE and DAVTE were aware of this need. ICoVE commends ISBE and DAVTE for their foresight related to this need and for the leadership and initiative taken to accept the challenge of developing the macro database.

Because federal funds will target very limited numbers of programs, these accountability measures will apply to a limited number of participants and programs. If, however, the State Board chooses, they can also require the new accountability of programs funded with State monies. At the present time the State is tending to do so. ICoVE views accountability, i.e. results, impact, outcome, as vitally important, not only for accountability's sake, but more importantly for a planning and decision-making database. For these reasons, ICoVE supports accountability of all programs regardless of funding sources.

When information about cost-effectiveness of programs is available, DAVTE should use the data to target funds to areas of extreme need. At-risk population groups most in need of assistance can also be targeted with funds to support effective programs.

ICoVE has mandated requirements for reporting on the distribution of federal funds, the distribution between secondary and postsecondary levels, and the efficiency of programs funded with federal funds. Without information about what happens as a result of these funds, ICoVE has not been able to provide any analysis or determinations beyond a report of financial data. At the same time, the State Board has

not had data on which to base decisions about where and how to spend funds.

ICoVE urges the State Board to assess the need and rationale for seeking sunset legislation and accompanying funding that might be needed to target a particular concern or problem. When the need subsides, funding and legislation can be redirected to a different or emerging need. The ability to determine what works and what does not work will make this approach possible.

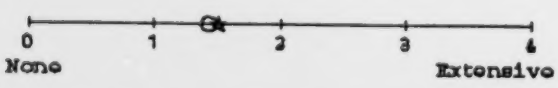
'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------	
Develop a data system which integrates financial, enrollment, and evaluation information for vocational education into one system and can interface with other systems such as adult education and JTPA. (Recently initiated, as suggested)	The Illinois State Board of Education issued a request for proposals (RFP) to develop a macro database for vocational education. The database will provide information for planning, reporting, and accountability. Efforts are currently underway to design the new system. The vendor is working closely with DAVTE and a number of advisory groups composed of individuals who have responsibility for providing and using data.
Design a system to report the impact of the outcomes resulting from the expenditures of state and federal funds. (Recently initiated satisfactory alterations)	The State Board has placed a great deal of emphasis on developing information systems which will provide the wide array of needed data. The system will be operational in the Spring of 1993. The VIMS (Vocational Information Management System) will be linked with the Macro system so that funds and expenditures can be reported by activity.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Exert efforts at the state and federal levels to encourage flexibility in the distribution of funds to areas having the greatest need and the greatest potential for a significant impact. (Partial progress)	The State Board has not exerted efforts regarding flexibility in the distribution of funds. However, State Board staff (DAVTE) have voiced concerns for flexibility in providing input into federal reauthorization. Although flexibility on how funds are distributed is not in evidence, flexibility has been built into allowing the local units to determine the process or procedure it will use in accomplishing the purpose for which the funds were distributed. To do this, desired outcomes have been established, but determination of procedures for achieving the outcomes have been left at the grassroots level.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
	No State Board efforts encourage distributing funds to areas having the greatest need or the greatest potential for impact. Adequate information for this type of specific targeting has not been available in the past. Reauthorized federal legislation will significantly target those most in need.
Encourage the legislative branches at both the state and federal levels to simplify the distribution of funds. (Limited progress)	Staff of the State Board provided information about various federal funding issues which surfaced during reauthorization activities. Upon request, staff simulated various funding configurations to illustrate the impact in Illinois.
Establish a plan to measure and communicate the impact of funding, particularly those funds serving at–risk populations, economically depressed areas of the state, and initiatives to improve program quality. (Future implementation planned)	No plan has been established which will measure or communicate the impact of funds targeting specific areas. Information about the amount of funds expended and the number of individuals served continues to be limited. The DAVTE administrative advisory committee identified the impact of funding as an area to be studied. The all–secondary administrative committee is currently studying the funding formula to determine its impact on program quality.
Research programs and services to determine those rendering the greatest efficiency in providing the desired impact. (Future implementation planned)	No research effort has been initiated. Efforts are being made to determine what the desired impact should be for various programs, services, and activities. Data for analysis of the efficiency of programs and services has not been readily available. The soon–to–be–developed MACRO data system will generate needed information. For example, the new system will be able to provide funding information on a per teacher/program basis for in–service, instructional materials, and equipment.
Publicize the cost and cost benefits of successful programs and services. (No activity/nothing initiated)	Information about program costs is not available. Cost benefits of cooperative education programs in terms of student wages earned are publicized. Some local projects calculate cost benefit factors, such as numbers of persons removed from welfare programs or the amount of earnings after job placement of traditionally unemployed individuals. It is anticipated that the new Macro system will make information available which can be used to determine cost benefits.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Show accountability to the state and federal legislative system that will clearly illustrate cost- effectiveness of vocational education. (Recently initiated as suggested)	Information about the cost-effectiveness of vocational education is not available. Newly reauthorized federal legislation is expected to reveal an increased effort to provide accountability information. As soon as the vocational education information system is developed and implemented, cost-effectiveness will be available for use with both the state and federal legislative structures.
Provide assistance to local/regional systems in identifying and collecting impact data needed to reveal cost-effectiveness. (Future implementation planned, Limited progress)	Reauthorized vocational education legislation at the federal level will provide marked increases in required data revealing the impact of programs and the cost-effectiveness of expenditures. Indications that reauthorized legislation would target accountability and improved data resulted in pre-planning by DAVTE to be ready to meet reporting requirements. The department is to be commended for positioning their efforts toward development of a new data system. State staff have also made state plan efforts using standards, outcomes, performance and other information which will be useful in determining program impact and cost- effectiveness.
Provide leadership to the local/regional systems to plan for the effective use of funds. (Recently initiated, satisfactory alterations))	In a series of focus groups, DAVTE dealt with a variety of accountability issues, thus developing an awareness of forthcoming regulations. As a follow-up, ICoVE asked community college deans and regional system directors to rate the extent to which the State Board had provided leadership or technical assistance for planning the effective use of funds at the grassroots level. On a scale from 0=None to 4=Extensive, the average ratings were: Mean s. RDS 1.44 .77 CC 1.51 .89 o RDS * CC  It is not surprising that the State Board has provided little direction and leadership for planning effective use of funds in terms of impact or outcomes. Lack of data has made it impossible for the State to determine cost-effectiveness. It is anticipated this trend will be turned around under new legislation.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Continue to seek state funds for needed programs and services not provided by federal funds. (Continued activity)	The State Board continues to support state funding for program operations, quick start programs, administration of the secondary regional delivery systems, the teacher internship and others for which federal funds are inadequate or nonexistent. Reauthorization of federal legislation may require a review of other funds which may be needed from the state level. ISBE has supported legislation for state funds to provide internships for teachers and additional funds necessary to expand the program to serve administrators and counselors. The State Board supported an increase in program reimbursement funds at a similar increase rate of other education programs. Major changes in federal legislation requiring development and implementation of testing and assessment, particularly in the basic skills areas, will require state funding support if local institutions are to meet federal requirements. State staff (DAVTE) have suggested increased funding for vocational education programs be proposed as sunset legislation; thus when the high start-up cost of testing and accountability is complete and local institutions no longer need the funds, the General Assembly can redirect state funds to new, emerging Illinois needs.
Seek consultation from the private sector regarding the impact it expects from expenditures of state and federal funds. (Considerable progress)	DAVTE sponsored focus groups with representatives of the private sector to gain input about its expectations from vocational education. Staff have also consulted the ICoVE private-sector representatives. No movement toward consulting the private sector about aligning outcomes with expenditures has occurred. However, ISBE has initiated a project to develop the macro data system that will allow alignment of impact data with financial expenditures. Identification of expected outcomes and the ultimate impact those outcomes may have is currently in progress. Expectations of the private sector regarding program output has been explored to a limited extent by ISBE through focus and ad hoc advisory groups. ISBE expects to acquire significant insight into employer expectations from the ICoVE study of education and private-sector partnerships. ICoVE requested and received consultation from DAVTE regarding the development of ICoVE's Business/Industry/Labor Partnership study designed to identify private-sector needs and commitments to getting those needs met. ICoVE requested consultation to assure the findings would be information DAVTE seeks.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Collect financial data in such a manner as to reflect the impact of funding support by purpose or category, not only at the state level, but also in specific geographic areas of the state. (Recently initiated)	Financial data collected could reflect the impact of funding for the "purpose" or "category" of funds at sub-state (regional or district) levels, but the program is not designed to generate that information readily. The new macro database will have that capability. Data collection aligning financial and impact information is part of the macro data information project currently in progress. DAVTE credits ICoVE with being influential in the State Board's designation of funding for the macro system.
Incorporate data collection which will be useful in Illinois, as well as for federal reporting purposes. (Recently initiated)	No change was made in the current data collection to reflect state as well as federal reporting needs. The new macro database under development will provide necessary new information.

The implementation of the macro database will provide marked improvement of information available for decision making, assessment, accountability, and planning. As these data are available, the State Board will be able to answer numerous questions about the impact of funds.

1. If vocational education funds are targeted to economically depressed areas, can they impact the area economy? . . . Can funds be targeted to impact areas having an emerging need for new skills? . . . Can funds be targeted to impact poor academic achievement?

2. Can local needs and state needs be identified to determine the most significant needs? . . . Can these needs be affected by focusing financial resources? . . . Human resources?

3. Will state funds need to be re-directed to offset the specific focusing of federal funds under the reauthorized Perkins Act? . . . Are state funds ample? . . . What new programs should state funds target? . . . Should state funds be used to emphasize specific initiatives?

4. Can the allocation of funds between secondary and postsecondary be better determined with an improved database?

PROGRESS OF RESPONSES TO RECOMMENDATIONS AND SUGGESTIONS by Illinois State Board of Education

The macro database currently being developed will be particularly useful to the State Board in allocating funds where they will get "the best bang for the buck." As seen below, efforts have already begun.

To ISBE

- 1 Partial progress
- 2 Limited progress
- 3 Future implementation planned
- 4 Recently initiated, satisfactory alterations
- 2 Recently initiated, as suggested
- 1 No activity

13 Total

Follow-up

Report #5

ACCESS OF TARGETED POPULATIONS TO QUALITY VOCATIONAL EDUCATION

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ICoVE's 1989-1990-1991 Report

REPORT #5:
ACCESS OF TARGETED POPULATIONS TO QUALITY VOCATIONAL EDUCATION
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 TARGETED POPULATIONS

As demographic changes increase the portions of new workforce entrants who represent special needs populations, the need to provide programs and services to prepare these populations for employment remains a priority. Most of these groups have been traditionally underserved by vocational education. Making vocational-technical education accessible to special populations has been, and continues to be, the number one strategy for serving them.

New federal legislation, to be implemented in FY 92, increases the intensity with which these groups will be targeted. In addition, the legislation establishes requirements for measuring success. When success does not occur, state-level assistance must be provided.

During FYs 89, 90, and 91, the State Board and DAVTE have implemented a variety of special programs for special populations. Coordination with other agencies and with special education has been expanded.

Special attention has been given to the transition of special populations to the world of work. Assistance in making these adjustments is often crucial to their on-the-job success. Attention has also been given to assist the secondary student with smooth transition into postsecondary programs. Vocational educators serve on transition coordinating councils at the local level.

The General Assembly created some special programs for targeting potential dropouts and assigned funds and administrative responsibilities to ISBE. ICoVE has repeatedly suggested better coordination of these programs with vocational education. This has not occurred.

In several prior reports of ICoVE, the Council has urged the State Board to re-examine its role in the state's economy in preparation of the workforce and in maintaining that workforce. The Board has not responded. The most visible neglect resulting from the State Board's failure to re-examine its role is in the area of maintaining the workforce.

The State Board has provided limited, if any, leadership to the retraining, upgrading and revitalization of the existing workforce to be competitive in a highly technical, global marketplace. From ICoVE roundtables with business and labor representatives, the need to upgrade and retrain the workforce was reiterated repeatedly. In addition to skill competencies, considerable academic education is needed. The State Board must include the adult population in its access effort. (Disadvantaged adults are targeted in federal legislation.) To date, this has not been common practice.

Services for special needs populations have continued to grow. Efforts to reach populations most in need have increased. In-service education for faculty in how to work with special population groups has also expanded. The State Board is to be commended for its efforts at the secondary and postsecondary levels.

Community colleges are to be commended for their efforts to assist special needs populations as well. Community colleges provide financial assistance, extensive

remedial education, tutorial programs, and special programs directed to special needs. The student services available at most community colleges to offer special services on an individual basis are quite sophisticated.

In looking ahead for the impact of newly reauthorized federal legislation, the results should emerge from the basic considerations which are to be provided for special populations throughout their vocational education participation.

- equal access to recruitment, enrollment, and placement activities;
- equal access to the full range of vocational education programs;
- a least restrictive environment;
- coordination among vocational education, special education, and rehabilitation agencies for individuals with handicaps;
- information related to vocational education program opportunities, eligibility, specific courses, special services, employment opportunities, and placement.

In addition, special populations participants in targeted sites or programs will be provided with the following services.

- assistance to enter vocational education programs;
- assessment of special needs;
- supplementary services, including curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
- guidance, counseling and career development;
- services designed to facilitate transition from school to post-school employment and career opportunities.

The vocational-technical education community is urged to continue its efforts with special populations. As qualitative data become available through new reporting requirements, the information should be used for expansion decisions, and the most successful initiatives can be identified for replication.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Continue to emphasize access of vocational education programs and populations; monitor the results of those programs and services on both the individuals and the workplace. (Continued activity)	Access of vocational programs and populations continues to be a priority in the State of Illinois. It is one of the goals of the State Board policy on Education for Employment. The handicapped and disadvantaged students participate in vocational education; this continues to be a mainstreaming effort. Through postsecondary and regional monitoring activities for compliance with civil rights legislation and Vocational Education Support Services Application (VESSA) requirements, access to vocational education is closely monitored. Statistical information from the Vocational Education Data System (VEDS) and from final reports is used to monitor programs. Monitoring continues to provide quanitative data. The macro data system now under development will provide more qualitative information.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Determine education's role in helping to raise the educational achievement level of those 2,000,000 workers who need additional education by the year 2000. (No activity/nothing initiated)	ISBE has not addressed the issue of adult education in terms of the need to raise the education level of 2,000,000 adult workers by the turn of the century. As this need becomes more critical and needs assessment pertinent to the workforce is conducted, staff believe these adults may be targeted. State Board staff indicated to ICoVE that the effort needs to come from a partnership of vocational education, adult education, JTPA, and the private sector.

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS

----------*TO REGIONAL DELIVERY AND COMMUNITY COLLEGE SYSTEMS*----------

Give special attention and leadership to identifying and designing programs and services for special population groups. Consult the private sector throughout the process. (Partial progress)	Statewide in-service workshops are held three times a year to assist secondary and postsecondary personnel to identify and design programs and services to meet the needs of special populations. Periodically regional meetings provided by DAVTE staff help to in-service local program and service personnel for addressing the needs of special populations. The private sector has not been actively involved in planning programs at the state level. Some examples of involvement exist at the local level, but most are isolated instances.
Assume a leadership position in working to advance the educational achievement level of the existing Illinois workforce. Do this in cooperation with adult education leadership. (Partial progress)	The State Board has taken neither a leadership position nor a pro-active position to advance the educational achievement of the existing workforce. Funds for disadvantaged adult programs are channeled through the community college board to support programs at the community college. Most of the programs are short term, non-degree. Adults may take one course to up-date their skills, etc., or more, depending on the individual needs.
Give attention to identifying the results of the services and programs provided in the EFE plan for special needs students. (Partial progress)	DAVTE staff monitors on-site services and programs provided to students with special needs. Staff also assist regional systems and postsecondary agencies in conducting a self-evaluation of these programs and services. Both fiscal and program accountability is emphasized. Although staff monitor these programs regularly, most of the monitoring results in quantitative reports and compliance reports. Individual success stories of students are available. The availability of impact or qualitative information remain limited.

----------*TO REGIONAL DELIVERY AND COMMUNITY COLLEGE SYSTEMS*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Provide leadership for recruiting special needs populations at all levels. (Considerable progress)	DAVTE encourages information to be provided to special needs students and their parents at the 8th grade level to encourage participation in vocational education. New assessment requirements, including career interests, appear to have encouraged special needs students to enroll in vocational education. State and regional staff with special needs responsibilities assist local schools with recruitment activities. Efforts have been made to assist secondary and postsecondary personnel to offer transition programs to assist at-risk populations in making a smooth transition from secondary to postsecondary education. Articulation agreements between the two levels are beginning to reflect a more formalized approach to transition services. New data which will be required under the new Perkins legislation should reveal the effects of many of these efforts.
Coordinate services whenever possible to avoid unnecessary duplication, including services available outside of education. (Considerable progress)	Activities which have been initiated to avoid duplication of services include: • The Department of Rehabilitation (DORS), the ISBE Department of Special Education and ISBE Department of Adult, Vocational and Technical Education (DAVTE) have formalized a newly developed interagency agreement. This agreement encourages local interagency agreements that will reduce unnecessary duplication of services. • The departments of special education and vocational education within ISBE have worked together on transition projects and certification requirements. DAVTE staff participate on a transition task force and in in-service education conferences designed for special educators.
Continue incentives to encourage at-risk populations to remain in school or return to school. (Continued activity)	Incentives offered to at-risk populations include: • Assessment (to promote proper placement) • Individual Career Plans (ICPs) • Tutors • Interpreters • Specialized materials (adapted to individual needs) • Transition services • Work experience programs • Lab fee/supplies

----------*TO REGIONAL DELIVERY AND COMMUNITY COLLEGE SYSTEMS*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
	DAVTE has developed a brochure and handbook to facilitate transition planning and services for disadvantaged and limited–English–proficient students. This is a commendable effort.
Use in–service education to assist faculty working with special needs students to better understand students' needs and how to fill the need.	DAVTE staff provide in–service education to regional special needs coordinators who in turn provide in–service education to administrators, counselors, vocational education and special education teachers. A major thrust for FY 91 was in–service education for teachers concerning teaching strategies such as cooperative learning, content reading, and learning styles.
(Considerable progress)	A statewide Linkage Conference was funded in FY 91 by the Department of Rehabilitation (DORS) and the special education and vocational education departments of ISBE.
	DAVTE staff presented workshops at numerous statewide meetings, including Chapter 1, Special Education, DORS, Department of Mental Health/Developmental Disabilities (DMH/DD) and Department of Corrections (DOC).
	DAVTE sponsored five seminars in conjunction with the Illinois Vocational Association (IVA). The seminars covered issues related to working with special needs. In addition to faculty, administrators also participated. Seminar topics included: • Serving minorities • Learning styles of students • Changing family structures • Improving the self–image of target populations • Placing graduates of vocational programs with employers, particularly at risk students.

Newly adopted federal legislation for vocational education places its primary emphasis on special populations. As funds are targeted to programs serving these populations, the State Board, in concert with local programs, will need to seek answers to some of the following:

1. What are the most efficient and effective programs and strategies for serving economically disadvantaged students? . . . Handicapped students? . . . Single and teen parents? . . . Potential dropouts? . . . Limited–English–proficient participants? . . . Dislocated workers and displaced homemakers? . . . The incarcerated?

2. What role can the private sector play in helping to serve targeted population groups having special needs? . . . What role can community groups play? . . . How can a smooth transition to work or continued education be assured?

3. Are state and federal agencies and programs continuing to coordinate efforts at the state level? . . . How coordinated are local efforts?

4. Are schools aggressively seeking ways to serve the current workforce? . . . To upgrade worker skills? . . . To improve their academic competencies? . . . To provide needed instruction related to advancing technology? . . . Is the school or industry-setting the most cost-effective? . . . Which provides the most effective training? . . . What barriers prohibit access of adults?

5. Do schools see a role in working with adults already in the workforce? . . . Do school boards/district boards of control see a role? . . . Administrators? . . . Teachers?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS

by ISBE, Regional Delivery Systems and Community College Systems

A review of responses indicates the regional delivery systems and community college districts have made progress in all of the areas suggested.

ISBE
- 1 Continued activity
- 1 No activity/nothing initiated

Total 2

RDS/CC
- 1 Continued activity
- 3 Considerable progress
- 2 Partial progress
- 1 No activity/nothing initiated

Total 7

Follow-up

Report #10

REDUCING SEX-ROLE STEREOTYPING

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REPORT #10:
REDUCING SEX-ROLE STEREOTYPING
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991
REDUCING THE LIMITING EFFECTS OF
SEX-ROLE STEREOTYPING

Progress toward achieving desired goals related to the sex equity initiative, by its very nature, continues to be slow. Accomplishment of such goals calls for making changes in how a society thinks and acts. Society is slow to change.

The sex equity initiative in Illinois has reiterated awareness activities and has been successful in the design of special programs for students wishing to enter nontraditional careers.

Because the change of social attitudes is slow, the sex equity initiative is likely to have to view as ongoing the need for creating an awareness of existing sex bias and sex role stereotyping.

The Building Fairness initiative reaches guidance counselors throughout Illinois as part of a networking system. Keeping counselors informed and involved helps to get awareness information to students.

The Building Fairness consultants are located in seven geographic locations throughout the State. In-service education, seminars, and location of instructional materials and resources are a few of the services they provide to the grassroots level.

Small grants for program improvement provide for current and updated career information and instructional resources. The purpose of mini-grants and noncompetitive grants is to serve locally identified needs and to try innovative and creative approaches to the Building Fairness effort.

The Building Fairness program has made strides in reducing the sex bias and stereotyping in vocational education, as well as in other educational programs. DAVTE is to be commended for the program. The sex equity initiative has made a substantial impact in the area of career information. Career information free of bias and stereotyping is important to expanding the options students view as available.

A continuing concern of the Building Fairness program is how to develop awareness among the private sector, i.e. employers. The identification of role models from the private sector, as well as the selection and use of mentors who are employed in nontraditional occupations, may be basic to a strategy. In addition to the role model and mentor working with students, these individuals would also be a source of recognition to the corporation or employer. An education-private sector partnership to identify nontraditionally employed individuals as "company representatives" may help provide the needed visibility.

Sex equity efforts focus on nontraditional career opportunities for males as well as females.

10.2

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP ACTIONS
----------TO ILLINOIS STATE BOARD OF EDUCATION----------	
Should carefully monitor the new delivery of the BUILDING FAIRNESS statewide initiative to determine the quality of its impact. (Completed satisfactorily)	The sex equity section of DAVTE has monitored the Building Fairness initiative. As a result of the seven regional Building Fairness consultants' efforts, the awareness of sex equity issues has increased. The Building Fairness initiative has three major components monitored by the sex equity coordinator and staff of DAVTE: 1. Networking system 2. Program improvement projects 3. Noncompetitive grants The networking system uses seven regional consultants to provide in-service education workshops, seminars, and consultation concerning eliminating sex role stereotyping barriers, promoting nontraditional enrollment, and other topics pertinent to the concepts of sex equity and building fairness. Each year, over 15,000 counselors, teachers, and administrators are reached by the network system. The network may want to consider working with the private sector to identify nontraditional role models and mentors for nontraditional participants within the private sector. These individuals could be speakers or corporate representatives at career fairs, thus helping to bring an awareness to nontraditional employment. Program improvement projects are granted as a result of a competitive-proposal process. The projects target local needs concerning specific issues. Examples of such projects have included mentoring programs for at-risk and economically disadvantaged girls, attempts to identify the role families play in traditional employment for females, use of the resource center, and the integration of building fairness concepts into teacher education programs. Noncompetitive grants for sex equity are designed to serve local needs. Many of these grants have a direct impact on the awareness level of students, as well as administrators, counselors, and teachers. Examples of typical local programs include revision of school publications and testing programs to make them gender fair, provision of current career information highlighting nontraditional employment, career/job fairs targeting nontraditional occupations, and building resource files including career information, curricular materials and speaker-models of nontraditional occupational choices.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	Sex equity staff of DAVTE believe the building fairness efforts, including the delivery through seven regional consultants, is making an impact in a slow-to-change initiative involving societal traditions. ICoVE concurs.

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
BUILDING FAIRNESS consultants should develop specific strategies for targeting occupational programs having more than 90% enrollment of any one gender. Strategies should be monitored for each program. Annual progress reports identifying improvements should be made. (Future initiative planned)	To date, specific efforts to target occupational programs having more than 90% enrollment of any one gender have not occurred. DAVTE's sex equity staff are currently planning to list these occupational programs that have 90% enrollment of one gender and develop strategies to alter these patterns. As new legislation is implemented in FY 92, specific areas needing a targeted approach may be served.
Activities providing awareness of the limiting effects of sex-role stereotyping and its continued occurrence should be reiterated. (Completed satisfactorily)	The following successful sex equity efforts to eliminate sex role stereotyping are being reiterated: 1. Cradle to Career 2. Radio talk shows 3. In-service
Involve and seek advice from the private sector concerning effective ways to help first-time labor force entrants enter traditionally one-sex-dominated fields of employment effectively. (Redirected activity)	DAVTE sex equity staff acknowledge the need to seek additional input from the private sector concerning strategies which would result in inroads to increasing nontraditional employment. To date, because of shifts in federal legislation, staff has been unable to implement actions originally planned. The strategy would have included the use of non-competitive grants to work directly with the private sector. Staff has designed RFPs (requests for proposals) which address four basic elements. All RFPs are on a competitive basis. The four elements to be addressed in proposals include recruitment, placement, support services and follow-up The provision for placement provides for direct involvement with the private sector in placing students in non-traditional employment.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
	The Building Fairness initiative gives emphasis through in–service education to involving and creating awareness of sex equity issues in the workplace among members of the private sector. ICoVE encourages Building Fairness leadership to continue to stress the importance of keeping the private sector apprised of how non–traditional employment can benefit the workplace. Vocational education can prepare workers for non–traditional careers, but the private sector must employ them if efforts are to succeed.
Continue to focus on encouraging students to enter nontraditional occupations. (Continued activity)	For '90–'91 the sex equity initiative has awarded 21 project grants through the request for proposal (RFP) process. The projects are for the purpose of developing and implementing exemplary programs, services, and activities to increase enrollment, retention, and employment in nontraditional careers. A display of nontraditional careers has been designed for use at conferences of both students and staff.
Continue attention to vocational education personnel regarding making vocational education programs accessible. (Continued activity)	The seven regional consultants continue to provide access and sex equity information and technical assistance for expanding accessibility. The sex equity/building fairness network also have launched a cooperative venture with JTPA for providing in–service to SDA staff and students. This is a commendable initiative and may become a springboard for acquiring increased input from the private sector.

As new legislation giving emphasis to access to programs by special needs populations is implemented, several questions about access based on gender may need to be addressed.

1. How can the private sector assist the Building Fairness effort? . . . Is in–service needed in the private sector? . . . What roles do family members play in career decisions?

2. Have role models for various occupations having nontraditional employees been identified? . . . Have businesses with nontraditional employees been identified?

3. Are students as knowledgeable about careers and access to programs preparing for employment as they need to be to make wise choices? . . . Are parents? . . . Are counselors?

4. What kinds of outcome data are needed to illustrate success of the sex equity program?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE

The sex equity unit of DAVTE has addressed most of ICoVE's suggestions and progress is reported.

ISBE

- 2 Completed satisfactorily
- 2 Continued activity
- 1 Future initiation planned
- 1 No activity/nothing initiated

Follow-up

Report #12

SERVING ECONOMICALLY DEPRESSED AREAS

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REPORT #12:
SERVING ECONOMICALLY DEPRESSED AREAS
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991
SERVING ECONOMICALLY DEPRESSED AREAS

In recent years, several special programs have been designed for economically depressed areas of the state. These programs have relatively significant numbers of participants. Based on participant interest in the programs and instructors' assessment of success, most have been labeled successful.

Nearly all of the information used to assess the programs has been quantitative or highly subjective (opinion). No attempt to identify specific success such as improved skill competencies, decrease in unemployment, increase in wages, job promotions, or increased productivity has been made.

New federal legislation for vocational education gives a considerable amount of emphasis on successfully serving areas designated as economically depressed. This, coupled with new requirements for accountability, is sure to prompt states into improving the extent to which success is measured.

Newly reauthorized legislation will strongly support the recommendations and suggested actions that ICoVE made to the State Board in FYs 87 and 88.

For years, funds have targeted economically depressed areas, but no system of identifying either good progress or bad programs has been put in place. Research is needed in this area to eliminate throwing funds at an effort for which we are unsure of the outcomes.

Illinois has diverse needs among its economically depressed areas. Metropolitan areas, e.g., Chicago, East St. Louis, have large numbers of economically disadvantaged people and large pockets of economically depressed areas. Some rural areas of Illinois, particularly in Southern Illinois, have greater percentages of economically disadvantaged people than the metropolitan areas.

The variation in needs of these areas ought to be carefully assessed with actions taken that are appropriate to each. In funding programs and services, caution should be taken that large numbers do not dominate funds, thus leaving large-percentage areas unserved.

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
----------TO ILLINOIS STATE BOARD OF EDUCATION----------	
Study the merits of targeting the most severely economically depressed areas of the state with special programs to determine the impact programs could have on decreasing unemployment and raising the occupational competencies of area citizens. (No activity/nothing initiated, Future implementation planned)	The State Board has not studied the merits of targeting the most severely economically depressed areas of the State to determine the impact special programs are having on the decrease in unemployment or on raising the occupational competencies of the participants. Although such a study was deemed useful, lack of a data base to generate the necessary information to make such determinations precluded such an undertaking. Newly reauthorized legislation targets depressed areas and will require an improved system for accountability of these programs. State board staff have been working toward the anticipated data collection needs. Impact information about special programs designed to decrease unemployment and improve occupational competencies will be available in the near future. The Vocational Task Management System (VTMS) has the capacity to track the competencies in tasks of program participants. The V-TECS (of which Illinois is a member) is developing a testing program to identify both occupational and academic competencies. Both systems will make such a study feasible.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Compile existing data and information to reflect efforts of the State Board to provide services and programs to areas that are designated as economically depressed. (No activity/nothing initiated, Future implementation planned)	The State Board has not compiled information about programs and services specifically targeting economically depressed areas. The new MACRO data system will be able to track funds, enrollment, employment, and other necessary information for such a review. Programs and services for these groups need to be identified. A careful study of unique characteristics of instruction in economically depressed areas should be made. The use of standards and performance measures, as required by newly authorized federal legislation, will be useful in determining which programs have the greatest impact.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Assess the unmet needs of economically depressed areas to determine needs which can be filled. (No activity/nothing initiated, Future implementation planned)	Unmet needs of economically depressed areas have not been identified. It is anticipated that the state assessment required by the reauthorization of the federal Perkins Act for vocational education will provide the needed information. Economically depressed areas should be analyzed separately in order to determine their unique needs or needs greater than in non-depressed areas.
Review program information and unmet needs regarding economically depressed areas and determine if further efforts are needed. (No activity/nothing initiated, Future implementation planned)	Additional efforts needed in economically depressed areas have not been identified. The new MACRO system, as well as the state assessment should provide such data.
Pilot some already successful special programs in economically depressed areas to determine the most effective ones for raising the employment and improving occupational competencies in those areas if a need exists. (No activity/nothing initiated)	Efforts to determine the most effective ways to raise employment and improve competencies of participants in depressed areas has not taken place. During FYs 89 and 90 DAVTE piloted materials integrating academics and vocational education in three areas of the state which serve economically depressed participants. The areas included Chicago, Mt. Vernon, and a corrections facility. Although no formal follow-up has been conducted to determine success, teachers in the programs provided very positive feedback.
Identify appropriate assessment measures for determining whether or not programs and services provided in economically depressed areas are raising the employment and occupational competencies of the citizens being served. (No activity/nothing initiated, Future implementation planned)	An appropriate assessment measure for economically depressed areas to determine program and service success in raising employment and occupational competencies has not been designed. The newly required state assessment and standards and measures criteria (resulting from reauthorization), coupled with the new MACRO system, are anticipated as being capable of generating needed information.

12.4

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Encourage recipients of the CHEP funds to form a coalition with other agencies serving the same clients. (Limited progress)	The RFP for funding the CHEP program required the recipient to form coalitions. CHEP serves adults in economically depressed areas of the state. According to state staff, coordination of the CHEP program with other entities such as JTPA programs, adult education and public aid services has increased.

Very little is known about programs and services that have been shown to have an impact in economically depressed areas. Several questions remain unanswered.

1. What are the academic needs in economically depressed areas? . . . The skill competencies needed? . . . The labor market information?

2. Do successful instructional methods vary from non-depressed areas? . . . If so, how? . . . Are some of these methods in place?

3. What impact can be anticipated from targeted funds? . . . From special programs? . . . Is the impact needed different than the impact needed in non-depressed areas? . . . Can programs in non-depressed areas also serve depressed areas?

4. Do existing workers in economically depressed areas have specific retraining needs?

PROGRESS ON RESPONSES TO
SUGGESTIONS AND RECOMMENDATIONS
by Illinois State Board of Education

Although no activities have been implemented to determine the success of programs in economically depressed areas for improving the occupational skills and decreasing unemployment participants, the State Board is gearing up to develop a system that will collect appropriate information for making these determinations.

ISBE

- 5 Future implementation planned
- 1 Limited progress
- 6 No activity/nothing initiated

12 Total

Follow-up

Report #13

SUPPORT SERVICES FOR STUDENTS

REPORT #13:
SUPPORT SERVICES FOR STUDENTS
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 SUPPORT SERVICES FOR STUDENTS

The need for student services, particularly guidance and counseling services, seems to be growing annually. With newly proposed testing and follow-up data being required each year, the demands on student services personnel will undoubtedly increase.

Large amounts of local, state and federal funds are already being funneled into these services. Increasing numbers of at-risk populations are expected to continue to tap guidance and counseling resources.

Cooperation and sharing of available services between secondary and postsecondary appear to be expanding. Cooperation among schools within the secondary system is one of the important successes of the regional systems. Student services committees are to be commended for their work in enhancing the comprehensiveness of services, as well as the expansion and quality.

State-level coordination among agencies is greatly improved. ICoVE recommends this be continued. Career guidance consultants in seven geographic areas of the state are working to coordinate with other state and federal programs at the local level. Technical assistance is provided by the consultants in the form of in-service education to the service providers.

A possible shortage of guidance counselors is becoming a concern. This needs to be carefully monitored. In 1990, Illinois universities graduated less than 20 guidance counselors in the education area.

The Illinois Vocational Student Services Network (IVSSN) is organized by placing a Career Guidance Consultant and a Building Fairness Consultant in seven geographic regions of the State. The purpose of the IVSSN or networking system is to expand and improve services to secondary and postsecondary vocational education systems. In-service education, workshops, awareness programs, and needs assessment are some of the services provided.

A great deal of criticism from the public and from teachers and administrators within the educational community has targeted guidance and counseling in recent years. Guidance by Objectives provides direction for guidance counselors, but it seems apparent that the complexity of the guidance role demands constant in-service education. At the same time, preservice guidance and counseling programs should be reviewed to determine whether or not guidance counselors are being adequately prepared.

The most frequently cited criticism of guidance counselors is that they "counsel all students to go to the four-year university." Business and labor representatives participating in ICoVE's roundtables frequently voiced this concern. Further, they expressed concern about guidance counselors' attitude toward preparing students for employment. They indicated they believed guidance counselors were not knowledgeable about today's jobs and the need for workers to have not only sound basic academic skills, but also some advanced academic skills.

The IOICC has made considerable contributions to keeping guidance personnel updated with labor market information. Although guidance counselor participation in the VIP internship program has gained momentum, encouragement to participate must continue. Guidance counselors have a responsibility for keeping abreast of changes and needs of the workplace.

At the same time, the vocational education community must accept its responsibility for keeping guidance counselors apprised of changes in the workplace and what these changes are demanding from workers in terms of academic competence and skill competencies.

Student services personnel, particularly guidance counselors, must be an integral part of the planning for tech prep. Without adequate participation and knowledge of the tech prep initiative, guidance personnel would not be adequately apprised of information needed to advise students about tech prep programs.

Helping students to transition from secondary to postsecondary education and from school to work are roles with which guidance counselors are frequently called to assist. "Transitioning" is also an area which guidance counselors are asked to "watchdog."

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP ACTIONS
-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------	
Develop a plan for assisting the RDSs and community college districts to design student services programs which identify the roles, responsibilities, and the services to be delivered and the articulation of these services. (ISBE/ICCB: Limited progress) (DAVTE: Considerable progress)	Regional systems and community college districts are required to describe their student services plan in the regional and district program plans. These plans are to be based on local needs. The State board has not provided state-level leadership by developing its plan for student services throughout Illinois. Although the state provides assistance to the regions and districts via the seven field consultants for career guidance, a clearly defined mission and goals for a total student services program in Illinois is not in place. With leadership from DAVTE, internal and external committees worked to identify eight key components of a career guidance program. These components, plus local needs, comprise the regional guidance by objectives program. The ISBE should define the student services which should be accessible to all elementary-secondary students. This would provide leadership and direction. Program standards for student services would provide guidelines.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Develop a state plan encompassing secondary, postsecondary and adult special programs and support services, which describes the expected status of services in 3-5 years. (ISBE/ICCB: No activity/nothing initiated) (DAVTE: Partial progress)	A long-range plan to specifically address special programs and support services for secondary, postsecondary, and adult students has not been developed and supported by the ISBE. DAVTE has provided technical assistance, particularly for guidance and counseling, special populations, and the building fairness initiative. A school-wide program plan illustrating the vocational education-oriented services as a component of a total plan is desirable.
Express concern to the universities about the content and quality of pre-service education for guidance counselors. (DAVTE: Completed unsatisfactorily)	Efforts have been made by DAVTE to work with universities to improve preservice education for guidance counselors. DAVTE staff met with the University Council for Vocational Education in Illinois and offered their services to work with university preservice programs, particularly with the new Guidance by Objectives program. No response was received. Last year, Illinois' universities prepared less than twenty school guidance counselors. Most guidance and counseling majors at the university are preparing to work in agencies such as the Department of Children and Family Services or Public Aid. This may suggest that guidance and counseling in the field of education is not a primary focus of university programs.
Develop a statewide guidance and counseling program which integrates vocational guidance into all guidance and counseling preparation and delivery, rather than segregating it. (ISBE: No activity) (DAVTE: Partial progress)	A statewide guidance and counseling program has not been developed. The handbook (Guidance by Objectives) for guidance counselors provides some direction, but the design of local guidance programs remains a local responsibility. To date, guidance and counseling initiatives and leadership are coming from DAVTE. DAVTE has sponsored and provided for the development of many fine guidance materials, career education materials, a networking system, and a technical assistance system. Standards for a guidance and counseling program need to be adopted and promoted by ISBE. DAVTE must have the ISBE level of support before guidance and counseling in Illinois will meet its objectives. DAVTE cannot be expected to do this alone. Statewide standards may be established to allow local flexibility in achieving local needs.

13.4

--------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Make internships for all guidance counselors, such as the VIP program, part of the state's plan. (Completed satisfactorily)	The VIP internship program, established by the General Assembly in 1986, was amended in 1989 to include guidance counselors and administrators. The State Board supported ICoVE in efforts to pass this amendment. Although during the first year, only a few guidance counselors participated, the number grew to 98 in 1990. The VIP internship program is viewed as a major component of guidance counselor in–service education. The VIP internship program for counselors, like internships for teachers has been successful in 15 of the 18 ESCs. Four of the ESCs have so many requests for participation that if all were funded, they could use half of all funds available. The Education Service Center #3 (ESC) designed a special two–week intense program specifically for guidance counselors. The program provides an awareness of several businesses for the counselors. Businesses in ESC #3 "opened their doors" and welcomed the counselors. Enough slots were volunteered so that counselors could select from 20–40 businesses. Both participants (teachers and businesses) report success in creating an awareness of a wide array of jobs in the local area.
Encourage guidance counselors to participate in the VIP (internship) program; require participation of the lead RDS guidance counselor. (ISBE/ICCB/DAVTE: Partial progress)	Guidance counselors are encouraged to participate in the VIP internship program. The lead guidance counselor in the 61 RDSs has not been required to participate on a statewide basis. The Illinois Certification Board may want to consider making the VIP experience a requirement for certificate renewal of guidance counselors. A new system of VIP internship reporting will be implemented in FY 91. This will provide for a computer scan to collect information about how information learned in the internship program is being used in the classroom, counseling programs, and administrative offices. This information is expected to be useful in encouraging nonparticipants to become involved. DAVTE staff encourage guidance counselors to participate in the internship programs. Because many guidance counselors are employed 10–11 months, an amendment permitting their participation at anytime during the year, in lieu of only the summer months, may be appropriate.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	In addition to the VIP internship, guidance counselors may also use QAP funds for in-service education activities. Mini-grants of a minimum of $1,000 each are available through the EFE regional and community college systems to support in-service education activities of guidance counselors directed toward the eight key components of a comprehensive guidance and counseling program or needed to meet unique local needs of students.
Develop an accountability system for support services, including guidance and counseling, and placement services, which measures the impact of the services. (DAVTE: Limited activity)	The soon-to-be developed Macro information system will incorporate information about guidance and placement services. The information will provide accountability of services through the Guidance by Objectives program from which impact can be determined. In order to measure the input, performance measures and standards need to be established. ICoVE supports extensive placement services. DAVTE has promoted placement services, but this has not assured placement services for all students. New legislation will give added importance to job placement services for vocational education students.
Assess the secondary RDS and coordination/ articulation agreements with community colleges to determine the impact on services for students. (ISBE: No activity/nothing initiated) (DAVTE: Partial progress)	No formal assessment has been conducted. The DAVTE has conducted in-service education meetings involving the student services network and curriculum consultants as a strategy for providing assistance to faculty and staff of RDS and community college student services personnel. DAVTE has identified the area of counseling as a focal point for needed articulation and coordination between secondary and postsecondary. As a result, the seven guidance consultants meet regularly with secondary and postsecondary counselors to work on coordination and articulation. Counselor knowledge of articulation and sequential programing is critical if students are to benefit. Communication between secondary and postsecondary guidance counseling personnel has improved as a result of the articulation agreements. Emphasis has been given to communication through in-service education. Newsletters of the two levels are exchanged and community college guidance and counseling personnel serve on the secondary's regional student services advisory committee. Secondary counselors report that community college counselors have been particularly helpful in the area of placement.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Support job placement programs for all students at all levels. (ISBE: No activity/nothing initiated) (DAVTE: Partial progress)	No special efforts were exerted by the ISBE to support job placement programs. Reauthorization of federal legislation for vocational education will require all vocational education programs to provide job placement services. DAVTE has placed considerable emphasis on the eight key components of a guidance and counseling program. One of these components, which has been promoted extensively, is placement. All of the seven consultants have received in-service education regarding placement services and have provided information to the student services committees.
Organize student services, including those for targeted populations into a system that is easily accessed by regions, districts, institutions, other agencies, and individuals who could benefit. (DAVTE: Considerable progress)	About half of the regional systems and nearly all of the community college districts have a special needs coordinator. These have been encouraged by DAVTE to provide a structure for enhancing access and to administer comprehensive services within the system or district. Some regions and districts also have coordinators for the single-parent program. Building Fairness Consultants and Career Guidance and Counseling Consultants are available in seven geographic areas of the state to provide technical assistance to regional systems and community college districts. The state board reorganized and funded a project to provide technical assistance for counselors, teachers and administrators at the grassroots level. Seven IVSSN consultants are geographically located throughout the state to provide assistance to regional systems and community college districts. Each community college district and each regional delivery system are required to organize a student services committee. Not all are active. Nearly all CC districts and about half of the secondary regions have a special needs coordinator and/or a dean of student services who works with the student services committee in planning, developing and delivering special services and programs for special needs populations. The regional/district level coordinator/deans, as well as these seven IVSSN consultants, provide access to technical assistance and facilitate coordination with other agencies and institutions.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Work toward implementing the individualized career plan for all students. (DAVTE: Partial progress)	DAVTE has continued to encourage use of ICPs for all vocational education students. Many regional systems have approved individualized career plans on a regional basis. ICPs are used in urban, suburban, and rural districts. Implementation may vary from one school to the next, but ICPs are well accepted and viewed as playing an integral part in the transition process.
Continue to urge that HORIZONS be accessible to all youth and adults in the State of Illinois who are involved in career decision-making. (DAVTE: Considerable progress)	The Illinois Vocational Student Services Network (IVSSN), a network of guidance counselors, sponsors in-service education for guidance and counseling staff throughout the state. IVSSN uses the Illinois Occupational Information Coordinating Committee (IOICC) staff to meet with their group to provide in-service on HORIZONS annually. In cooperating with the HORIZONS initiative, the guidance and counseling project sponsoring the seven regional guidance staff also developed a system for batching HORIZONS' QUEST student interest survey. In addition to vocational education's use of HORIZONS, the JTPA programs have also tapped this resource.
Seek state funds to support guidance and counseling and job placement services in all educational institutions. (ISBE: No activity/nothing initiated)	No effort has been made to provide state funds for guidance and counseling activities.
Improve career counseling competence of guidance counselors. (DAVTE: Partial progress)	In 1988, Illinois reorganized its 12 career guidance centers into a network of seven career guidance consultants located and serving the seven administrative regions used by DAVTE. Housed with the seven guidance personnel are also seven sex equity consultants. The consultants work closely as a team throughout the geographic area. The guidance and counseling staff have primary responsibility for in-service education of the nearly 2,800 guidance counselors in Illinois' public schools. To fulfill this responsibility they provide in-service education conferences throughout the year. Approximately 150 attend each of the conferences. This is

13.8

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	about half of the state's guidance and counseling personnel. Recent topics at in-service education meetings have included 1) keeping abreast of new legislation; 2) tech prep; and 3) integration of academic and vocational education. When the IOICC has new information, this is also brought to the participants' attention. Special in-service is provided to new guidance counseling personnel. The Guidance by Objectives materials based on the eight key components of a comprehensive guidance and counseling program and the unique needs of the local area had participation of local guidance personnel in its design.
Encourage coordination between educational guidance personnel and the JTPA assessment personnel. (No activity/nothing initiated)	No state-level efforts have been made to encourage coordination between educational guidance personnel and JTPA assessment personnel.
Monitor the effectiveness of the seven new guidance centers to determine success. (DAVTE: Completed satisfactorily)	DAVTE conducts an in-service education meeting with the seven area guidance and counseling and seven area sex equity coordinators approximately every 4-6 weeks. The purpose is to bring them up to-date, as well as to assess any problems they may be encountering in the field. In addition, special site visits are conducted annually. Two evaluations of the newly organized area consultants have been conducted. One was conducted by the IVSSN and the other was through a contract with the University of Illinois. Both evaluations had good findings. Examples of findings include: • New system provides improved state control (as opposed to local control and a local philosophy mode of operation). This enhances leadership and a coordinated approach to guidance and counseling in Illinois. • All seven consultants are certified guidance and counseling personnel; some prior center coordinators were not. • All seven areas have the same funding level. • The seven centers are targeting the Illinois program, Guidance by Objectives, implemented in 1987, thus a common mission.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	• The centers help local/regional counselors apply for mini-grants to meet locally determined needs. • The Illinois Vocational Curriculum Center (IVCC) houses guidance and counseling materials and has employed a person to work with guidance and counseling, sex equity and consumer and homemaking materials (used in single-parent/teen-parent programs).
Develop evaluation and assessment procedures which measure outcome and impact, rather than quantitative measures. (Future implementation planned as suggested)	The State Board has moved toward evaluation and assessment which will measure outcomes and impact, as well as provide quantitative data. The evaluation system under development is characterized by its qualitative measures. The macro data (currently being developed) will also provide base data that can interface with the evaluation system. DAVTE is well positioned to meet new requirements for impact and accountability measures of reauthorized federal legislation. The Board staff are to be commended for their foresight and efforts to work toward these goals.

With additional requirements for follow-up data, student services will see increasing responsibilities. To provide such services, a plan giving direction and identifying standards needs to be designed. Along with such a plan, the State Board and ICCB need to address several questions.

1. Have all responsibilities of personnel for student services been identified? . . . Has their role been clearly defined? . . . For what should they be held accountable? . . . Does a plan providing leadership and effective strategies exist? . . . Is transition from school to work clearly assigned? . . . Clearly defined?

2. To what extent can student services be a cooperative effort of the secondary delivery system and the postsecondary system? . . . In what specific efforts can these two levels work together most efficiently? . . . Can transition from secondary to postsecondary programs be part of a cooperative effort?

3. Are guidance counselors knowledgeable of and prepared with necessary skills to help students make career choices? . . . Do all counselors receive adequate preparation related to vocational counseling? . . . Will the state have a shortage of counselors in a few years?

   Why is the private sector critical of secondary guidance and counseling programs? . . . Why are teachers and administrators critical? . . . How can these shortcomings be resolved?

4. Are counselors knowledgeable of today's world of work? . . . Of today's technology? . . . Of issues facing today's secondary participant? . . . Postsecondary participant? . . . Adult participant?

13.10

5. Do guidance and counseling programs have support from the top level, i.e. the State Board itself? . . . Has the State Board identified minimum standards for guidance and counseling services? . . . For other student services? . . . Has the Illinois Community College Board established standards for student services at community colleges?

PROGRESS OF RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS BY ISBE and ICCB

Although the recommendations and suggestions were made to ISBE and ICCB, DAVTE responded to 13 of the 17 and the boards responded to four. DAVTE is a department of ISBE and is, therefore, responding for ISBE.

ISBE/ICCB

- 1 Completed satisfactorily
- 1 Partial progress
- 1 Limited progress
- 1 Future implementation, as suggested
- 6 No activity/nothing planned

10 Total

DAVTE

- 3 Considerable progress
- 7 Partial progress
- 1 Limited progress
- 2 Completed satisfactorily

13 Total

Follow-up

Report #15

JTPA 8% FUNDS

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REPORT #15:
JTPA 8% FUNDS
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 JTPA 8% FUNDS

The 8% JTPA education funds have continued to provide focused initiatives in community colleges and secondary regional delivery systems. Because these funds can be used to maintain programs for at-risk youth, the 8% funds were used to continue cooperative education programs for potential dropouts and programs designed to bring dropouts back into educational programs.

During the past three years, the IJTCC has increased efforts to monitor the 8% programs. An effort from the secondary systems, community colleges and IJTCC was made to maintain the education grants when proposed federal amendments would have eliminated the funds.

Funds needed for programs offered by the 8% are inadequate. There is a waiting list of 60-70 schools wanting to start work experience programs for at-risk youth.

The 8% funds have been used to expand the availability of assessment services. This has benefitted efforts to determine client eligibility and has expedited referrals.

In an effort to free funds for new programs, the 8% state staff at DAVTE are considering reducing reimbursement on a graduated scale, i.e., 100%-75%-50%, to make funds available for new and innovative programs.

A primary purpose of the 8% fund is to enhance coordination between education and job training programs. The two most recent examples of meeting this purpose are the Illinois Youth on Campus (IYOC) program which served 11 SDAs and the planning grants for five tech prep programs. The 8% funds provided linkage and supportive services for both.

Efforts to cooperate with other state agencies are commendable actions for 8% funds at the state level. Partnerships have been successfully formed with adult education, public aid, Project Chance, JOBS, DCFS, and others.

One problem which continues to plague the 8% programs is the lack of uniform, consistent accountability measures between JTPA and vocational education. Behind this is also a differing philosophical issue of what these ought to be. As both continue to fine-tune and improve accountability, the problem will lessen.

The MIS system should more adequately report the 8% outcomes. The IIA system has been "patched," but work needs to continue.

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP ACTIONS
----------*TO ISBE, ICCB, DCCA*----------	
Identify measurable outcomes for educational objectives that support the employment–related goals of the JTPA program. (Partial progress)	In 8% JTPA programs having employment–related goals, the placement rate goal has been increased by 25%. WECEP, IPREP, and ESLP all have several objectives that can be measured. There has been some attempt to improve the identification of youth competencies through the use of task lists. The problem continues to be the incompatibility of some 8% program outcomes with the JTPA MIS reporting system.
Revise components of the management information system (MIS) to accurately and adequately report the 8% program. (No activity/nothing initiated)	MIS reporting is not geared to 8% JTPA programs. It should more accurately report 8% outcomes. The IIA system has been "patched," but work needs to continued. DAVTE's MACRO–VIMS data systems should plan to infuse the 8% programs so data and information are available for planning purposes.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Continue efforts to provide accountability for the 8% funds. (Considerable progress)	The Illinois Job Training Coordinating Council (IJTCC) has provided more attention and agenda space to the 8% programs during the past two years. IJTCC has monitored 8% performance and given concurrence to 8% proposals. DCCA has also monitored a sample of 8% programs.
Expand the awareness of services available through the 8% funds, particularly to secondary schools to encourage expanded participation through the secondary RDS. (Limited progress)	The problem with creating awareness of 8% programs and services is that the funds are limited. Any attempt to expand simply detracts from existing programs. Two presentations concerning 8% programs were presented to the regional delivery system directors during the '89–'90 time frame. The message has been for the RDS directors to develop coordination agreements that will create linkages. Some educators believe trying to get JTPA funds is futile because the "good ole boys" have already "tied them up." When proposed amendments of the JTPA appeared to do away with 8% funds, RDSs, community colleges, and the ITJCC became concerned for disappearance of the 8% funds. The groups worked cooperatively to try to revitalize the initiatives. 8% staff believe that education is more aware of 8% funds than before. Information about available funds is sent to all RDS directors.

----------*TO ISBE, ICCB, DCCA*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Identify appropriate educational outcomes to be attained as part of the MIS. (Limited progress)	Some revisions have been made, but the 8% program outcomes are still not part of the MIS.
Continue working to reduce red tape and bureaucracy to a minimum to encourage expanding the list of providers. (No activity/nothing initiated)	The DAVTE Job Training Section does not believe that red tape and bureaucracy are problems for 8% programs. At the present time, 8% programs are comprised of 15 different types of programs which are funded through 144 contracts.
Emphasize joint planning and coordination among vocational education, job training, and other employment preparation programs. (Considerable progress)	Coordination meetings between JTPA and vocational education serve as a valuable resource to "connect" these employment preparation programs, as well as many human services resources such as Project Chance, JOBS, and others. Coordination with adult education programs has increased considerably during the past two years. The 8% staff provided extensive coordination and linkage to provide needed support for the I.Y.O.C. project serving 11 SDAs.
Continue to emphasize collaboration of 8% funds with vocational education funds for more comprehensive programs and better participant services. (Continued activity) (Future implementation planned, altered)	The JTPA 8% funds continue to be used in concert with vocational education funding to meet the needs of at-risk populations. Examples currently in place include the WECEP and ESLP programs for dropouts and potential dropouts. Future plans include innovative and collaboration efforts in FY 92. The emphasis will be at the local level for investing in partnerships and collaboration activities leading to greater capacity-building and coordination efforts. New initiatives will also focus on a system for using 8% funds in concert with adult, Perkins funds and Title IIA programs. The sex equity initiative of vocational education has teamed up with 8% JTPA programs to provide career information about nontraditional occupational opportunities.

15.4

----------*TO ISBE, ICCB, DCCA*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	The IYOC program mentioned earlier tapped Public Aid and JTPA resources. JTPA 8% funds often provide resources for tutorial programs, as well as investments in partnerships. These joint ventures will continue, and many will serve as models for other collaborative efforts. A planning grant for tech prep programs was designed in 1990 to use both vocational education and JTPA funds for the design of five tech prep programs. ICoVE encourages continued funding for implementation. Efforts are underway to do away with 100% long-term funding of many in favor of investment partnerships 8% projects so that funds can be available for emerging needs, as well as emergency needs. Plans are to "phase down" funding using a 100%, then 75%, and 50%, leaving support at 50%.
Continue to address areas of concern currently being addressed, giving emphasis to dropout-related problems and adult literacy-related issues. (Continued activity)	The 8% funds continue to address concerns for dropout-related and adult literacy-related issues. Program expansion would be difficult without an increase in funds.
Identify unserved areas of the state and encourage participation. (Partial progress)	Currently a waiting list of 60-70 schools wanting WECEP programs and other 8% programs exists. New programs are funded only when funding is freed up from previous commitments or when new funds are made available. DAVTE staff estimates that $4-5 million could easily be added to support the need for WECEP. A collaborative effort with Public Aid, adult education, and the Department of Commerce and Community Affairs has identified a number of programs worthy of experimental funding if 8% funds could be freed up to try some new approaches. Better coordination of the 8% funds with the $16 million in state funds serving dropouts is needed. Programs providing school to work transition are also in need of additional funds for expansion. In addition, funds for tutorial services are needed in numerous junior high and senior high schools.

----------*TO ISBE, ICCB, DCCA*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Encourage EFE/RDS contracts which could consolidate services to free funds needed for expansion. (Considerable progress)	Several efforts to coordinate vocational education, JTPA and other special programs have resulted in bringing several funding sources together to support program improvement and expansion without having to increase the funding level. The most common is the combining of 8% money with Title IIA JTPA funds. Some piloting of 8%, IIA and vocational education's sex equity funding has also occurred.
Continue required criteria for coordination. (Continued activity)	The requirement for coordination agreements and subsequent meetings is continuing.
Continue technical assistance and professional development initiatives. (Continued activity)	Technical assistance provided by the DAVTE Job Training Section is generally considered quality assistance. If 8% program support funds are cut to 50%, this could free up funds for developmental initiatives, in-service and technical assistance.
Include 8% as a topic in coordination agreement meetings. (Partial progress)	The 8% JTPA programs are nearly always on the agenda at state-level coordination meetings. It is believed by staff that local coordination meetings should increase the amount of time spent on the 8% programs. Minutes have not been reviewed to substantiate this.
Design a means of identifying terminations in the MIS which indicate the services received prior to termination. (No activity/nothing initiated)	The MIS has not changed in an effort to identify services received prior to termination. When 8% students are co-enrolled in JTPA and IIA programs, some additional information is available.

15.6

----------*TO ISBE, ICCB, DCCA*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Reduce the incidence of "unknown" terminations and MIS-reported terminations by improvement of client follow-up and additional termination classifications on the MIS. (No activity/nothing initiated)	The incidence of "unknown" terminations in the MIS reporting has not been changed. It would seem appropriate that if the MIS is not revised, the vocational education MACRO-VIMS reporting system should make necessary provisions to provide the much-needed information.
Develop a mechanism for assessing the effectiveness of programs which include workforce retention and employer satisfaction. (Future implementation planned as suggested)	The impending use of employment security to provide long-term follow-up will help to satisfy some of the need for workforce retention. Employee satisfaction will most likely need to come through the vocational education data collection and follow-up process.
Add classifications for outcome measures to the MIS which more precisely report program objectives. (No activity/nothing initiated)	No classifications have been added to the MIS to acquire outcome measures appropriate for 8% program objectives.
Provide incentives for client referrals among various service providers. (Partial progress)	The 8% JTPA funds provide $286,000 for assessment. This pre-assessment effort helps determine client eligibility and serves as an incentive for referrals. The 8% funds often provide programs the IIA funds cannot provide.
Establish quarterly meetings between staff of the ISBE and ICCB involved in administration of the 8% funds. (Partial progress)	Management staff of ISBE and ICCB have quarterly meetings. The agenda offers an open-ended slot for surfacing issues. Quarterly meeting involving all ISBE and ICCB staff working with 8% programs would be a worthy undertaking.

----------*TO ISBE, ICCB, DCCA*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Assign a representative from the community college to attend meetings of the PIC if the college is not represented as a member.	Most community colleges now have representatives on the PIC. PIC memberships of appropriate educational representatives have improved substantially during the past three years.
(Considerable progress)	
Assign a local district liaison to attend meetings of the PIC and coordinate JTPA needs and services with the RDS directors and districts within the RDS.	Quarterly meetings of SDAs, RDSs, CCs, Public Aid, and others are required. Most JTPA programs serve out–of–school youth, but the Summer Youth program, 85 programs.
(Limited progress)	

Reauthorization and amendments to federal legislation for job training programs are being considered. A great deal of energy has already focused on the 8% JTPA funds. A number of issues continue to surface.

1. How can reporting issues for the 8% funds be resolved? . . . Will soon–to–be–developed performance standards and measurable outcomes for vocational education programs provide comparable data? . . . How can these programs be better coordinated?

2. Have all unserved areas of the state been adequately assessed? . . . What additional 8% funds would be required to adequately address the needs? . . . Can these programs be better coordinated with state–funded programs for dropouts?

3. Do 8% programs, youth, and summer youth programs funded by JTPA represent a well–articulated process? . . . Do programs complement each other? . . . How can these programs be coordinated to assure that all participants have adequate basic skills?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE, ICCB, and DCCA

Most suggested actions made by ICoVE were addressed to some extent. Those still needing attention most often are concerned with the MIS reporting. The extent to which suggestions were pursued is shown below.

15.8

- 4 Considerable progress
- 5 Partial progress
- 3 Limited progress
- 4 Continued activity
- 1 Future implementation
- 5 No activity

22 Total

Follow-up

Report #16

ADEQUACY AND EFFECTIVENESS OF JTPA

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ICoVE's 1989-1990-1991 Report

REPORT #16:
ADEQUACY AND EFFECTIVENESS OF JTPA
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 ADEQUACY AND EFFECTIVENESS ACTIVITIES

DCCA has taken a proactive position in marketing JTPA programs during the past three years. In addition to several local efforts, statewide television promotional advertisements have been used.

Illinois has enjoyed a positive placement rate since JTPA was enacted. Because of this, JTPA has been able to pilot some special incentive programs and try some new initiatives. Perhaps the most commendable initiatives are long-term programs to allow for more in-depth academic preparation, as well as for further development of occupational skills.

This exemplary effort addresses the need often expressed by employers. That need is for better academic performance by the workforce so it can adapt to advancing technologies more readily.

The number of participants served by JTPA decreased slightly from FY 89 to FY 90. Participants totaled 101,585 and 94,625, respectively. About 55% of the participants were youth. The "cost per placement" increased slightly for all programs each year.

Placement rates for JTPA participants who complete the program decreased slightly in FY 90 as compared to FY 89 information. Of those who completed, approximately 60%-75% were placed, including participants such as welfare recipients, high school dropouts, criminal offenders, veterans, older workers, and limited-English-proficient participants. Placement was slightly less than 60% for handicapped and displaced homemaker participants, but still over half found employment.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
----------*TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS*----------	
Increase activities to market the programs and services available through JTPA. (Considerable progress)	Technical assistance for marketing activities has been increased to include Chicago providers. This has resulted in increased access to these services. The Distribution of Workforce, the statewide employment and training newsletter, has been upgraded and expanded. The summary of the OJT study was sent to NAPIC, the Partnership, etc. The statewide JTPA awards banquet and conference was attended by over 700 people. JTPA Alumni Week was observed, and an Illinois version of Profiles in Progress was done. It contained client success stories. An older workers recruitment campaign and JTPA marketing video were developed. An EDWAA/WARN brochure and speech plus overheads to all chambers were also designed. Under the nontraditional training program for women, recruitment materials were developed.

16.2

----------*TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Take advantage of the extent to which performance standards and indicators in Illinois are in excess of the required level of performance by seeking participants who are most difficult to serve. (Considerable progress)	JTPA policies and programs have been modified over the past two years to provide greater encouragement to SDAs to serve harder-to-serve clients. These have included elimination of cost measures, modification of performance standards models, and creation of incentives for long-term skill training.
Review activities of JTPA participants to match the most successful and the least successful activities with specific population segments. (Partial progress)	DCCA has previously completed a study of service equity under JTPA, which yielded several recommendations designed to reduce the wage disparity between men and women. DCCA implemented the recommendations of the JSA study. This improved the intensity of this activity. We have also recommended the OJT be provided to women more frequently.
Categorize termination data in order to determine minimum and maximum JTPA efforts needed to achieve "entered employment" status of clients. (No activity/nothing initiated)	No activity was undertaken to analyze termination data to determine which JTPA program activities appear to have the greatest potential for producing "entered employment" status of clients.
Review the Summer Youth Programs and clarify JTPA purposes, state goals, and achievements which should be sought by the program deliverers. (Limited progress)	The purposes and goals of the Summer Youth program are subjects of debate within the context of the pending amendments to JTPA. The current view is that goals within this program properly reflect congressional intent, which is to provide summer jobs for disadvantaged youth with some remedial skill training. If the amendments result in modification to their purposes, adjustments to policies will be made accordingly. Although the program meets Congressional intent for employment, the extent to which student need for remedial skills is met is not clear.

----------*TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Implement coordination initiatives recommended as a result of ICoVE's coordination report. (Partial progress)	Some of the coordination enhancement recommendations were addressed, but JTPA and DOC education addressed most of them in isolation from each other.
Identify ways to increase the amount of academic training received by JTPA participants. (Considerable progress)	DCCA has implemented an incentive bonus measure which provides a monetary award to SDAs which provide long-term academic or occupational skills training. A new 500 (c)(5) agreement with IDES has been negotiated to allow for long-term academic skills training. A requirement added to the MIS tracks referral of clients to non-JTPA funded activities and requires client reading/math testing and employability development planning.
Identify services from which JTPA participants might benefit after they terminate programs in an effort to retain and advance in employment. (No activity/nothing initiated)	No action has been taken to research possible follow-up activities for JTPA clients who have been employed in order to help these clients advance on the job or prepare for eventual retraining and upgrading needs. Such findings may have been useful input for federal reauthorization.
Explore initiatives that could provide post-participation services which will contribute to maintaining employment and maintaining the Illinois workforce. Work in partnerships with the vocational education community to pilot some exemplary programs. (No activity/nothing initiated)	No action was taken to explore possible activities or services that might benefit JTPA clients now participating in the workforce as a means of maintaining a well-qualified workforce.

16.4

----------*TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Identify ways JTPA can expand its partnerships with the vocational education programs in Illinois.	The quality of services initiative on coordination will focus on vocational education/JTPA coordination. DCCA has participated in the ISBE performance standards task forces, committees, etc.
(Partial progress)	

To enhance further adequacy and effectiveness of the JTPA programs and services to clients, JTPA personnel may wish to consider addressing some of the following questions.

1. How can JTPA and vocational education work together to assure that all participants have the necessary academic competencies? . . . The needed basic skills? . . . Occupational skills?

2. Are there services from which JTPA clients who have completed and found employment might benefit 6–12 months later? . . . Could these provide new or changing technologies? . . . Advanced academics? . . . Job promotions?

3. Can additional services be provided to some of JTPA's most difficult to serve which would increase the placement rate of these populations? . . . What services might these be? . . . Are these services available through JTPA, or are cooperative arrangements needed?

PROGRESS ON RESPONSES TO RECOMMENDATIONS To DCCA

Follow–up activities of ICoVE found the following efforts had been made to address ICoVE's suggestions.

- 3 Considerable progress
- 3 Partial progress
- 1 Limited progress
- 3 No activity/nothing initiated

10 Total

Follow-up

Report #17

COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION

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ICoVE's 1989-1990-1991 Report

REPORT #17: COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 PERCEPTIONS AFFECTING COORDINATION ACTIVITIES

Two observations apply to actions resulting from ICoVE's recommendation and suggestion for enhancing coordination. First, both DCCA and ISBE gave attention to nearly all of the actions ICoVE suggested. Whether this would have occurred without ICoVE's prompting was not searched. Second rather than giving attention to the suggested actions as a combined effort, the two agencies provided the in-service, review of goals and purposes, responsibilities for basic skills and others in isolation from each. Clearly the message was missed.

There is some evidence to indicate that some local in-service activities involved community college personnel, regional system personnel and SDA staff in joint efforts to work on coordination. These are commendable activities.

ICoVE believes there continues to be merit in JTPA and vocational education dialogue concerning the role each plays in economic development; responsibilities for improving basic and occupational skills and the development of work maturity and employability skills; ways to jointly ensure access, equity, and efficiency of services for clients; in-service for PIC and advisory council members; and ways to improve communication with each other and among clients.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ISBE AND DCCA	
ICoVE recommends that the state administration for vocational education and for JTPA develop a formal program of educating local JTPA and vocational education staff about the purposes of each Act and about ways in which coordination can and should take place. (Partial progress)	At the planning workshop, the entire second-day session was devoted to an ISBE presentation on the Carl Perkins Act and its impact on JTPA/vocational education coordination. Vocational education personnel have received some in-service about JTPA. The number and comprehensiveness of this kind of in-service needs to be incorporated as part of an ongoing procedure.

17.2

----------*TO ISBE AND DCCA*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
ICoVE recommends that JTPA and vocational education at the state and local level address the findings reported in this study. Special attention should be given to: (Partial progress)	Both DCCA's job training personnel and DAVTE staff of ISBE have addressed all or parts of almost all of ICOVE's suggestions. However, it was ICoVE's intent that DCCA and DAVTE provide joint leadership and the mechanism to bring together the grassroots people who are on the front line delivering these programs everyday (i.e., SDA directors, CC deans, and RDS directors) to reach consensus and/or agreement concerning these issues, e.g., goals and purposes, improvement of skills, coordination, access, equity, in-service, referrals, economic development.
The identification of the goals and purposes for JTPA and vocational education as they relate to economic development and individual or human development. (Limited progress)	DCCA staffed the Governors Mansion Summit on Quality and Competitiveness, out of which regional forums on quality and competitiveness were initiated. Of the four issues discussed at these meetings, the importance of education to the quality of the workforce was evident. DAVTE has undertaken similar activities. Many of these also surfaced at focus group meetings. The effectiveness of the in-service may have been enhanced through a joint meeting.
JTPA and vocational education responsibilities for improvement of basic skills, occupational skills, development of work maturity and employability skills. (Considerable progress)	The department has undertaken a complete overhaul of its youth employment competency policies, with a view toward the development of a voluntary skill standards system which incorporates "world class" standards for basic, occupational, and work maturity skills. Vocational education has reviewed many of the basic skills, as well as the occupational skills, in terms of what employers want and need. Performance standards will be set as part of new requirements of the reauthorized Carl Perkins Act.
The improvement of coordination of JTPA and vocational education activities to ensure access, equity, and efficiency of services for all eligible clients. (Redirected activity)	DCCA has undertaken an effort to clarify the procurement requirements for tuition and fees for occupational training programs that will enable these costs to be reimbursed through vouchers. This will dramatically open access to the range of skill training programs. In the second year of the two-year planning cycle, JTPA and vocational education programs are to modify their agreements to include referral procedures. DCCA is providing technical assistance to SDAs for improvement of case management service.

----------*TO ISBE AND DCCA*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Provision of technical assistance to SDAS and RDSs to assure that quarterly meetings are effective and meaningful. (Limited progress)	Technical assistance has been built into DCCA's regular monitoring system. If problems are encountered, assistance is provided to help alleviate the problems.
Provision of technical assistance to education representatives who serve on PICs to ensure that they serve all of the education agencies in their SDA. (Limited progress)	Vocational education has worked from both the secondary level and the postsecondary level to get education appointed to the PICs who are involved in vocational education and when possible, those who are already coordinating with JTPA. This level of knowledge has provided a more appropriate appointment. Several regional system directors and community college deans reported they have provided in-service education to their staff about JTPA progress.
Provision of technical assistance to SDAs and RDSs on how to improve communication between each other and among the clients who need to be served. (Partial progress)	Part of the agenda of the regional workshops conducted on the coordination criteria was a focus on improving communication skills.

To enhance future coordination, JTPA and the vocational education community may find it helpful to sit down together to address questions such as the following:

1. What program goals and purposes do JTPA and vocational education have in common? . . . What are the differences in their goals and purposes? . . . Do these differences complement each other or present barriers?

2. How can vocational education and JTPA work cooperatively to assure access of targeted populations to quality programs? . . . What can they do to eliminate hassles to clients who are trying to participate in programs?

3. How can vocational education and JTPA coordinate to improve basic skills of participants? . . . Occupational skills? . . . Work maturity and employability skills?

17.4

PROGRESS OF RESPONSES TO RECOMMENDATIONS by ISBE and DCCa

A review of the follow-up actions taken by ISBE and DCCA to ICoVE's recommendations and suggestions reveals:

ISBE and DCCA

- 3 Partial progress
- 3 Limited progress
- 1 Considerable progress
- 1 Redirected activity

Follow-up

Report #25A, B, & C

CORRECTIONAL EDUCATION

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ICoVE's 1989-1990-1991 Report

REPORT #25A, B, & C: CORRECTIONAL EDUCATION Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 CORRECTIONAL EDUCATION ACTIVITIES

The population of Illinois' correctional facilities grew to 27,293 in 1990. This represents 233 incarcerated for every 100,000 population, a growth rate of 20.9% since 1989. The incarcerated population is increasing so rapidly that the "new prison per year" is expected to still come up 4,000 beds short by 1992.

Illinois' community centers or jails are also experiencing population growth. In 1988, Cook County's average daily jail population was 5,890. By 1990, it had grown to 6,233. The downstate average daily jail population in 1988 was 3,164.

What is the cost of incarceration in Illinois? Each inmate in a community center/jail is estimated in 1989 to cost the taxpayer $13,152 a year. Those inmates in correctional institutions ran the taxpayer an average annual cost of $16,326. That cost increases if the cost of public aid to families and dependent children of the incarcerated is added. It brings the annual cost to $25,000 per inmate.

The typical profile of the incarcerated includes functional illiteracy, educational handicap, being accustomed to living below the poverty level, no academic credentials, no job history, and a history of drug and/or alcohol abuse. The needs of the typical incarcerated individual is high for education, particularly job preparation, career counseling, and social services.

ISBE serves as the board of education for District 428 which is the school district of corrections, operating through the Illinois Department of Corrections. ISBE and IDOC are to be commended for their cooperation in the use of the 1% funds provided by Perkins for corrections. ICoVE recommended these funds be used for research and development. Several agencies including ICoVE, ISBE, IDOC, ICCB, IDES, and IBHE have cooperated and coordinated a number of research and development projects using the 1% funds available through Perkins.

Corrections education programs in Illinois continue to expand and grow. Efforts to help released inmates find employment and transition successfully to the outside have received considerable attention in recent years. A special task force has recently been studying the problems of released inmates.

Corrections is to be commended for its work with and inclusion of TIE. A plan for TIE completers to transfer into industry and work assignments has been suggested by ICoVE to further strengthen the program.

Corrections education programs are reviewed each year. Efforts have been made by the Department of Corrections not to move inmates between facilities if it will disrupt the completion of a vocational education program. The department has also launched an effort to design curriculum that will be compatible between institutions. The Department of Corrections has made some progress in establishing computerized systems for tracking programs, inmates, and parolees. Much remains to be done.

The ICoVE Committee on Corrections has asked the Department of Corrections to

design a five-year plan for implementing the needed educational programs. The committee has asked for incentives for inmates to take vocational education.

Most inmates have very poor academic competencies. Corrections education has placed emphasis on the integration of academic and vocational education. One institution piloted the applied academic materials being developed through a national consortium.

Educational programs in correctional facilities are full. It has been suggested that correctional facilities may need to extend the school day in order to accommodate all students who could profit from educational programs.

It is important that the educational programs in correctional facilities provide state-of-the-art preparation for employment. ICoVE is particularly concerned about the opportunities available to females in the women's institutions. Released inmates have a number of problems to overcome in adjusting to the outside; it is imperative they have marketable skills that are needed in the workforce.

To assure that released inmates have marketable skills, ICoVE has encouraged IDOC to develop a Vocational Technical Center for inmates who have a year left on their sentence. The purpose of the center would be to provide inmates soon-to-be released with occupational skills, basic skills, technical skills, and transition skills for successful employment upon release. Programs should be based on high levels of performance standards. ICoVE has also suggested that all residents of minimum security facilities should be in some kind of a work study or vocational education program. IDOC is not in agreement with ICoVE on these issues.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
----------TO ILLINOIS DEPARTMENT OF CORRECTIONS----------	
	Report 25A: The Anderson Study
Evaluate the number and types of vocational course work comprising programs offered across the institutions. (Considerable progress)	The Department of Corrections School District has identified five curriculum areas in which the number and types of vocational course work are being evaluated. The outcome of this evaluation will be the development of a new curriculum that is based on statewide employment data and input from professional advisory committees. This evaluation process will continue for all vocational programs.
Consider more stringent criteria for enrollment in vocational course work, e.g. commitment to complete. (Partial progress)	DOC has recognized the need to encourage inmates to complete programs. DOC in its Educational Good Conduct Credit program will not award good conduct credit to those inmates who voluntarily drop the program or ask to be transferred to another institution. The Department, however, is also severely overcrowded. This overcrowding will continue to affect inmate transfers beyond the desirability to allow inmates to complete their programs prior to transfer.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
Make inmates aware of programs at each institution. Vocational program booklets should be distributed and reviewed by inmates with staff before being transferred. (Considerable progress)	Vocational booklets have been developed and are made available to the educational staff at each institution. These program booklets are also made available to the Transfer Coordinator's Office for review prior to the transfer of inmates.
Standardize vocational course work so that inmates who transfer between institutions can complete vocational programs. (Considerable progress)	Vocational program curriculums are being standardized for those programs offered in our institutions throughout the state. This will dramatically improve the inmates' ability to complete course work initiated in one institution but transferred to a different institution.
Target inmates enrolled in vocational or vocational/academic programs to complete their vocational program and/or a GED. (Considerable progress)	Inmates who are near completion of their vocational or academic program are targeted and "educational holds" are requested for inmates which will defer their transfer until their program has been completed. Institutional issues will impact the effectiveness of the "educational hold" request.
Inmates enrolled in academic course work should be targeted to complete at least a GED or high school level of education. (Limited progress)	Inmates are required to attend 90 days of basic education instruction and will have completed the instruction or program after achieving the sixth grade level. The desirability of inmates to be targeted to complete their GED or high school level of education is an important priority in the education of the inmate. However, current available resources and classroom space do not allow all inmates to be mandated for a GED or high school level of education. All inmates who voluntarily request placement in a GED program are placed and provided an opportunity to receive their GED.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP SUGGESTIONS
Increase the role of career counselors, or identified staff, in determining vocational eligibility, selection, and completion of course work by inmates. These activities should include: • contract entrance and exit form, • screening for eligibility, • survival skill training, • placement activities. (Partial progress)	A TIE (Training, Industries and Education) program has been implemented in many of the correctional programs. Educational staff, correctional industries staff, and work supervisors are encouraged to refer inmates to a TIE coordinator. As a result of this referral process, the activities outlined in this recommendation, as well as others, are provided to the inmate.
Provide needed preparation, testing, and assurance of skills, attitude, and behavior prior to release to increase employment possibilities. This should include a personal and psychological exit profile. (Limited progress)	The TIE program provides for the activities referenced in this recommendation. At the present time, there is no personal and psychological exit profile developed on those inmates prior to release.
Provide specific employment information to releasees in their vocational area prior to release. They should also receive community agency employment information. (Completed satisfactorily)	A cooperative program with the Illinois Department of Employment Security provides specific employment opportunities, as well as community agency employment information to released inmates.
Evaluate institutional procedures which prepare an inmate for release. (Continued activity, recently initiated as suggested)	The institutional procedures which prepare an inmate for release are continually being evaluated through the use of JTPA programs, the Department of Employment Security, and a new departmental program called Pre–Start. The services provided to the inmate just prior to release are continually upgraded.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP SUGGESTIONS
Coordinate career counselors efforts with the Illinois Department of Employment Security and develop formal guidelines for planning inmate release. (Completed satisfactorily)	Planning for an inmate's release is a cooperative effort between the Illinois Department of Employment Security and the Department of Corrections' counselors.
Develop a booklet which targets and identifies transitional support services, e.g. state agencies, job service offices, and community assistance programs. (Considerable progress)	The inmate release program currently uses a directory of job training and related services provided by the Illinois Job Training Coordinating Council. In addition, services available from Public Aid and the Illinois Department of Employment Security are made available to the inmate prior to release.
Provide incentives to encourage releasees to utilize job-service-related resources in the institution and community. Possibly mandate Job Service contact in the community by vocationally trained inmates as part of their release plan. (Redirected activity)	The recent implementation of JTPA-funded programs has provided financial incentives to releasees who are meeting certain job-related goals upon their release to the community.
Make intensive efforts toward vocational placement of releasees during the first 90 days following release. This may be better accomplished by targeting districts. (No activity/nothing initiated)	At the current time parolees receive services based on a weighted scale developed by the Department's Community Services Division. With the limited resources available, this recommendation has not been acted upon.

25.6

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
Evaluate the impact of the special employment program between the Illinois Department of Employment Security (DES) and Illinois Department of Corrections (DOC). (Recently initiated satisfactorily)	DES and DOC are jointly evaluating the impact of inmates' employment program. Information is shared with the DES who will provide DOC information regarding the inmates' employment status.
Examine formative and summative evaluation procedures for ongoing joint DES/DOC placement activities. (Redirected activity)	DOC and DES regularly meet to review the joint program and revise procedures as necessary.
Meet with OTS personnel and discuss data entry, ad hoc reporting requirements, and interagency distribution. (Partial progress)	The educational department has frequent meetings with OTS personnel to review and discuss the educational data collection process. Limited resources have prevented any significant revisions to the current OTS data collection system.
Evaluate types of ad hoc reports generated, and interagency distribution between DOC and job service agencies. (No activity/nothing initiated)	Additional ad hoc reports have not been generated.
Develop comprehensive administrative reports concerning vocational and academic programs and outcomes. (No activity/nothing initiated)	No additional ad hoc reports have been generated.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
Evaluate data collection procedures and their integration into the DOC Offender Tracking System. (No activity/nothing initiated)	Additional ad hoc reports have not been generated.
Report 25B: ICoVE Recommendations	
An internal evaluation should be completed annually on each academic and vocational program offered in the correctional centers. (Completed satisfactorily)	Internal evaluations are completed annually on all academic and vocational programs offered in the correctional centers.
External evaluations should be conducted one out of five years for each correctional center's education program. (No activity/nothing initiated)	Recommendation has not been implemented at this time.
Correctional education should ensure that every inmate who completes a vocational program possesses life management skills which will allow him/her to function in a free society. (Completed satisfactorily)	Employability skills and life management skills are being included in each vocational program. In addition, the TIE program, Job Service program and Pre-Start program provide survival skills training to inmates prior to release.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
A five-year comprehensive plan for correctional education should be developed. The plan should involve the Illinois State Board of Education, Illinois Community College Board and the Illinois Board of Higher Education. (No activity/nothing initiated)	This recommendation has not been implemented at this time.
The Department of Corrections should investigate the possibilities of establishing a Vocational-Technical Center. • Inmates who are transferred to the Vo-Tech Center should only be at the correctional facility for vocational training. • A strong job placement component should be included with the Center. • Inmates who transfer to the Vo-Tech Center should have approximately one year remaining on their sentence. • Courses offered at the Vo-Tech Center should be in accordance with established guidelines of the Illinois State Board of Education, Illinois Community College Board and the Board of Higher Education. (No activity/nothing initiated)	DOC provides vocational training at each of its correctional centers. Due to severe overcrowding and the continued increase in inmates committed to DOC, the establishment of an institution as a vocational-technical center is not possible with the conditions identified in this recommendation. DOC is developing strong job placement components at each center and all vocational programs are operated in accordance with established guidelines of ISBE, ICCB, and IBHE.

----------*TO ILLINOIS DEPARTMENT OF CORRECTIONS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP SUGGESTIONS
Correctional education and correctional industries should develop a comprehensive plan for each institution, whereby graduates of programs transfer into industry assignments. (Partial progress)	The TIE program has been implemented. The program provides a comprehensive plan at each institution that coordinates the industry education and work assignments of the inmates into one program.
The use of federal funding for academic and vocational programs should continue to be explored. (Continued activity)	DOC continues to seek out and apply for federal funding for academic and vocational programs.
Correctional Education should pursue incentive plans for students enrolled in educational programs. Pay for attending school should be on a graduated scale based on accomplishments achieved. (No activity/nothing initiated)	Inmates enrolled in DOC's mandatory educational program are provided incentives for successful completion of the program. DOC does not support increasing the pay for inmates enrolled in educational programs.
The Department of Corrections should recommend to the Illinois State Board of Education that the total amount of the 1% Corrections Set-Aside funds contained in the Carl Perkins Act be allocated to research and development projects in the areas of corrections, jails, probation, and community-based organizations for offender programs. (Completed satisfactorily)	DOC has recommended to ISBE that the total amount of the 1% Corrections Set-Aside fund contained in the Carl Perkins Act be allocated to research and development. The continued support of this recommendation is based on the Department of Corrections School District's remaining eligibility for funds available to LEAs from the Carl Perkins Act. Should ISBE or DOC deem the Corrections School District ineligible for funds traditionally received from the Carl Perkins Act, DOC would withdraw its support for this recommendation.

To further enhance the correctional education programs, several questions may need to be addressed by agencies involved in preparing inmates for employment upon release.

1. Are educational programs in correctional facilities adequate in number to alleviate the level of "functional illiteracy" that exists? . . . To serve the educationally handicapped? . . . To provide work-based learning? . . . To cope with the drug and alcohol abuse history?

2. Can educational programs preparing inmates for employment address the basic skills requested by employers? . . . Can high levels of participant achievement on performance standards be provided? . . . How can females in women's facilities be better served?

3. Can job preparation be given the level of importance necessary to provide adequate preparation? . . . Do programs provide current technology? . . . Are basic academic skills achieved by all inmates? . . . Can these academic skills be applied?

PROGRESS ON RESPONSES TO RECOMMENDATIONS
by Illinois Department of Corrections

In reviewing progress made on the recommendations made to DOC, ICove found the following:

DOC

- 5 Completed satisfactorily
- 5 Considerable progress
- 4 Partial progress
- 2 Limited progress
- 2 Recently initiated, as suggested
- 2 Redirected activity
- 2 Continued activity
- 8 No activity, nothing initiated

30 Total

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